**Teacher(s) Name**: Christina Tustin  
**Thematic Unit Theme/Title/Grade Level**: Map Skills & Geography/Where in the World…/Grade 2  
**Wiki space address**: <http://ucf2whereintheworldf10t.wikispaces.com/>

**Daily Lesson Plan Day/Title**: Day 5: The Caribbean

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| **Learning Objectives** | 1. The student will have a basic understanding of the Caribbean culture.  2. The student will be able to locate the United States, Canada, Mexico, and the Caribbean on a map.  3. The student will state a minimum of three facts about the Caribbean.  4. The student will be able to complete the post assessment with 80% accuracy.  5. The student will be able to identify currencies used in the United States, Canada, Mexico and the Caribbean. |
| **NCSS Theme/Sunshine State Standards** | **NCSS Theme:** **3. People, Places, and Environments:** The study of people, places, and human-environment interactions assist learners as they create their spatial views and geographic perspectives of the world. **Sunshine** **State** **Standards:**  1. **SS.2.G.1.4**: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).  2. **SS.2.A.1.2**: Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  3. **VA.A.1.1.2**: Uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner  4. **LA.2.1.6.1:** The student will use new vocabulary that is introduced and taught directly. |
| **Activities & Procedures** | 1. The teacher will review the previous day about Mexico by using PowerPoint. 2. The instructor will play Steel Drum music through the use of a YouTube clip, without showing the image or movie.    * Ask students what they think the instrument is.    * Show the students the video clip of the steel drum. If possible, obtain a steel drum from the music room.    * Does the United States have a similar instrument?    * What country is this instrument found and used? 3. The teacher will introduce the Caribbean through the use of a slide show of pictures containing scenery, currency, flags, and a map.    * Before the presentation begins, he or she will pass out one map activity for each student. The students are to label one country per page as well as write interesting facts from the slideshow that they learn.    * There is a main focus on the Bahamas, Cuba, Jamaica, Haiti, Puerto Rico, and the Dominican Republic.    * If time permits, students may work in small groups to use the internet for research on the selected countries. 4. The teacher will pass out the students’ passports to complete their final day and destination.    * Include one flag of their choice, a map that has the Bahamas, Cuba, Jamaica, Haiti, Puerto Rico, and the Dominican Republic labeled, and three facts of their choosing.    * If students complete their passports quickly, have them select a book that pertains to the Caribbean.    * Administer di-cut or stamp upon completion 5. Administer Post-Assessment multiple choice quiz through the use of a SmartBoard or an ActiveBoard. |
| **Resources/Materials** | 1. PowerPoint 2. Steel Drum YouTube Video: <http://www.youtube.com/watch?v=06eyqLosXjU&feature=player_embedded> 3. Picture sideshow 4. Map Activity    * Plain map of the Caribbean and surrounding areas per student    * 3 sandwich sized Zip-Lock bags, separated at the seams, per student    * Stapler    * Thin, multi-colored Sharpie permanent markers 5. Caribbean books may include, but are not limited to:    * *The Caribbean Food and Festivals Series* by Linda Illsley    * *The House in the Sky: A Bahamian Folktale* by Robert D. San  Souci    * *Mama, Across the Sea* by Alex Godard    * *A Wave in Her Pocket: Stories from Trinidad* by Lynn Joseph 6. Post-Assessment Quiz  * SmartBoard or an ActiveBoard * Student remotes |
| **Assessment** | **Pre-Assessment**: A trivia game was played last week to indicate prior knowledge the students have about the United States, Canada, Mexico, and the Caribbean Islands. **Post-Assessment**: The trivia game from the previous week will be revisited to see what the students have learned. The students will be able to complete the post assessment quiz with 80% accuracy. Also, the students will be informally assessed through the work that is done in class and the passport will also be included in their grade. The passport will be graded on the basis of completion. |
| **Exceptionalities** | **ESOL/SLD:**   1. Question for clarification. 2. Small group work. 3. Activate prior knowledge. 4. Teach vocabulary and concepts. 5. Use direct instruction. 6. Place language in meaningful context. 7. Make speech slower and redundant. 8. Integrate speaking, listening, reading and writing activities. 9. Use audiovisuals, models, demonstrations, body language, and facial expressions. 10. Maintain a library about the topic within the classroom. 11. Encourage the use of diagrams and drawings as aids to identify concepts.   **Gifted/Talented:**   1. Provide opportunities to have students discover information. 2. Allow them to assist other once they are done with their work. 3. Conduct informal assessments. 4. Provide a secondary activity, such as reading material, once they finish their work early. |
| **Discussion Notes** | When covering different countries and cultures, the team may work together within the grade, or within the school. International Week is unique activity to participate in. Each classroom chooses a different country to focus on. They provide a tri-fold poster board about the country, and each student creates a couple of crafts to decorate the table. The parents participate by cooking or buying food from that culture for the students to sample. The presentations are set up in the cafeteria or in a large meeting area in which the students are able to walk around to see, hear, touch, and taste different cultures from around the world. If the whole school participates, there is a variety of information presented at different reading levels as well as multiple standards that are being met. If assessment in necessary for the class, a simple scavenger hunt can be created. The students would then be given a clipboard and their paper to look for the answers among the displays. |

[http://www.wikispaces.com/i/mime/32/empty.png](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Where+in+the+World+Post+Assessment.ppt) [Where in the World Post Assessment.ppt](http://ucf2whereintheworldf10t.wikispaces.com/file/view/Where+in+the+World+Post+Assessment.ppt)